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ABSTRACT

A project was designed to improve the teacher-learner environment, through increased cultural awareness on the part of the teachers, in the multiethnic school system of Colorado. The project provided regular seminar sessions addressing issues of multiethnic relevance presented by representatives of the ethnic and minority groups found in the school system. Regular assignments included readings and exposure to nonprint materials having multiethnic themes. Culminating activities required groups of participants to develop lesson plans and multicultural implementation plans for use in their schools. Throughout the project, education staff were exposed to the contributions of ethnic and minority groups, and they were encouraged to identify, analyze, and utilize multiethnic materials. Teachers and other education personnel were presented strategies for resolving cross-cultural conflicts within the classroom. Evaluation of the project indicates that it does meet its major purpose: "That greater exposure to cultural diversity through literature/folklore, multiethnic and legal history, and related topics would develop a greater appreciation and, therefore, greater empathy with the predominant ethnic and minority groups within the schools." Appendices include a multicultural attitude survey, lesson plan format with sample lesson plans, and a dissemination plan format with sample plans. (Author/CB)

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# PERSPECTIVES IN MULTICULTURAL EDUCATION:

## Developing Multicultural Understanding through the Expansion of the Refinement of Cultural Experiential Knowledge

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ABSTRACT JULY 1986

# PERSPECTIVES IN MULTICULTURAL EDUCATION: Developing Multicultural Understanding through the Expansion of the Refinement of Cultural Experiential Knowledge

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This paper is designed to describe a project which served to improve the teacher-learner environment for children in the multiethnic school system located in the state of Colorado. The innovative thrust of this project emphasized change in school personnel, rather than focusing solely on students. Professional staff and personnel were exposed to the contributions of ethnic and minority groups; encouraged to identify, analyze, and utilize multiethnic materials; and presented strategies for resolving cross-cultural conflicts within the classroom.

The project provided regular seminar sessions addressing issues of multiethinic relevance presented by repreetnatives of the ethnic and minority groups found in the three school systems. Regular assignments included readings and exposure to nonprint materials having multiethnic themes. Culminating activities required groups of participants from the schools represented to develop lesson plans and multicultural implementation plans for use in their home schools.

The overall project hypothesis - "that greater exposure to cultural diversity through literature/folklore, multiethnic and legal history, and related topics would develop a greater appreciation and, therefore, greater empathy with the predominant ethnic and minority groups within the schools" - was proven.

The author includes information detailing the project described, with specifics on how the seminar sessions were run. Samples of project participants' work are also provided. Culmination of this project led to the publication Perspectives in Multicultural Education, edited by Bernice Bass de Martinez and William E. Sims [University Press of America, 1981].

PERSPECTIVES IN MULTICULTURAL EDUCATION:
DEVELOPING MULTICULTURAL UNDERSTANDING THROUGH THE
EXPANSION OF AND THE REFINEMENT OF CULTURAL EXPERIENTIAL KNOWLEDGE

OVERVIEW

Three seminars in multiethnic and multicultural relations were offered by the researchers and supported by a grant from the U. S. Office of Education. The seminars were specifically designed to improve the teaching-learning environment for culturally different students in multicultural school systems by providing school personnel and teachers with cross-cultural experiences and information. The three seminars served school personnel from the Aurora (Colorado) Public Schools, Commerce City (Colorado) Public Schools, and Mapleton (Colorado) Public Schools.

Unique features of the seminars included emphasis on the legal history of minorities, folklore, and human relations. Other topics were environmental education, creativity, the learning process, teaching strategies for culturally different children, and selecting and utilizing multicultural teaching materials. Each of the topics was presented as a lecturette by an outstanding representative/educator in the field of multicultural education. Participants were encouraged to analyze information presented as well as actively interact with the presenters through planned discussion.

Participants were selected from volunteers, with preference given to applications from teams of two or three persons representing a single school building. The applications were also reviewed by school administrators and final selection required written recommendation from school administrators and the local school board.

The school systems selected were all from the greater metropolitan Denver area and had representative numbers of minority and ethnically different students - Hispanics, Afro-Americans, Asian-Americans, and numbers of linguistically different students. Each of the systems had small numbers of native American students and significant numbers of recent immigrants.

Over the course of the three seminars known as the Seminar in Multiethnic Relations, 95 participants were served. Participants attended one of the seminars, each of which was the equivalent to three semester hours of contact time. Seminar I and Seminar II were held Fall and Spring semesters respectively for fifteen consecutive weeks of three-hour sessions. The third seminar was held during the summer as an intensive two-week experience. Upon successful completion of the seminar, participants earned three semester graduate level credits.

Through the seminar format, the researchers hoped to demonstrate that teachers and others who are exposed to culturally relevant information about the diverse groups with which they interact would have a better understanding of the backgrounds and histories affecting the lives of the children in the classroom. The philosophy of teacher education has been to start with the student where he or she is, and to proceed from there. It follows that school personnel expect students to fit the preconceived ethnic and racial images developed through past teacher education experiences and educational reading. The reality, however, is that most teachers trained in the traditional modes are not exposed to information and techniques which help them to cope with the changing school population. According to the recent census (Hodgkinson, 1983), the population under twenty-five years of age is more representative of minority groups than ever before in the history of the United States. It follows that more of these youngsters are attending public schools [especially in larger metropolitan areas] across the United States. School personnel, therefore, need to develop skills which would provide for the better understanding of the changing clientele.

IMPLEMENTATION:

Each seminar was facilitated by the researchers, who monitored lecturettes on topics relevant to the development of a better multicultural understanding presented by knowledgeable

individuals representing visible minority groups. The facilitators initiated activities and gave direction to participant experiences. Opening sessions provided questioning on the participants' previous experiences and thoughts related to multiethnic issues. Participants were encouraged to respond to the following questions during the first seminar meeting: "What do you call yourself? How are you unique? When did you first notice a difference in peoples?" These questions were used as ice-breakers. Following this activity each facilitator gave responses to the questions emphasizing multicultural and multi-ethnic content. Additionally the participants were asked to complete a "Multicultural Attitude Survey" designed by the researchers for the purpose of gathering data on the participants' attitudes and to stimulate discussion. (A copy of the survey is in Appendix A.)

Weekly sessions were supplemented with outside readings and activities, videotapes, and films. Each experience was coordinated with guided discussion led by the facilitators. Overall, it was the belief of the researchers that the more teachers know about students and their ethnic cultural history, the better they can modify their own teaching behaviors to meet the needs of cross-cultural children. The focus of the seminars was to present a nonthreatening experience that would help

teachers assure that the time ethnically and culturally different children spend in public schools is as beneficial, rewarding, and exciting as it is for children of the dominant culture.

The seminar sessions were organized to provide the participants with relevant multicultural information from the perspectives of previous studies in traditional teacher education as follows: Part I - Foundations of Multicultural Education; Part II- Approaches to Multicultural Education; Part III - Teacher Strategies for Cross-Cultural Settings; and Part IV - Strategies for Implementing Change.

The Foundations of Multicultural Education session focused on the historical, legal, and sociological/psychological perspectives affecting the education of multicultural populations. From the first Brown decision through the Lau decision, a climate of cultural pluralism has emerged in the public schools. This, coupled with court ordered desegregation, has required teachers and others to examine how understanding of their own culture relates to those they teach as well as the effect this has on lifestyles and personalities. The first sessions set the scene through humanizing education and required participants to reflect on the commitments they had made to helping students obtain educational goals and how they help students reach those goals. Traditionally and historically, ethnic and racial differences have been viewed as inferior and without purpose. This was most

evident as the theme of the play, The Melting Pot (Zangwill, 1912). This same theme has been an unwritten part of traditional teacher training through the early 1960s, as seen in the absence of positive references to minority children in training literature.

Seminar participants were exposed to the history of "marker events" affecting change in the composition of students attending school -- Brown vs. The Board of Education of Topeka, Kansas and related cases; past immigration policies, especially those affecting the numbers of Japanese and Chinese peoples entering the United States before World War II and the subsequent relocation of thousands of Japanese Americans after the bombing of Pearl Harbor in 1941. Legal and historical facts about Native Americans and Hispanics were also covered, especially issues related to citizenship and language use.

Sociological/psychological perspectives affecting minorities and others provided insights on how the cross-cultural individual might perceive the learning setting differently than the individual from the dominant culture. Elements of time, purpose and mission are culture-laden and may have different meanings. Frequently such elements are interpreted as part of the "deficits" of minority children and the children are labeled as disadvantaged, deprived, underprivileged. Such terminology carries not only negative connotations but frequently causes

teachers and others to provide less instructionally to students identified with these labels (Barnes, 1977).

Part II of the seminars provided a different approach to understanding the multicultural setting throught the folklore of the culturally different. All peoples have a literary tradition; that tradition is frequently handed down generation-to-generation by word of mouth in many ethnic and minority groups. The folklore serves to develop heroes and heroines for the reader (or listener). The folklore of white America frequently excludes positive images of minorities and ethnically different peoples, which provides an advantage to white children, as they receive reinforced positive images of self. The culturally different children do not get this positive reinforcement, especially when this is the only form of literature used in school for teaching purposes. The seminar sessions provided participants with samples of folklore representing the target groups which might be useful in the teaching setting. Sessions in Part II of the seminars also provided insights on minority counseling and suggestions for providing better cross-cultural interaction among school personnel, community, and parents. At this point, outside activities were added to the experiences of seminar participants. Many participants attended events such as the Ebony Fashion Show and cultural theatre for the first time in their lives. They were exposed to the testimony of attorneys working with civil

rights cases and Native Americans who did not live on reservations nor wear traditional native dress on a daily basis.

By the mid-point of the seminar, participants were encouraged to analyze ways through which they might effect a change in their school settings based on what they had seen and heard up to this point. The focus of the seminar sessions took a more applied approach to multicultural education. Part III of the seminars emphasized assessment and testing strategies for cross-cultural individuals as well as selection and utilization of materials to better address the needs of a multicultural setting. Positive learning environments for cross-cultural settings were explored while emphasizing how each participant might adapt his/her own educational goals to address the larger population found in the classroom. Participants were cautioned that goal adaptation did not mean lowering learning expectations.

The final requirement for completion of the seminar (Part IV) was for every participant to prepare lesson plans for use in the classroom which positively recognized multiculturalism and to develop an implementation plan which would be used during the school year to share newly founded multicultural awareness with colleagues. The seminar facilitators emphasized that understanding cultural variation does not mean merely setting aside time from other classroom activities to study ethnic minorities or singing cultural songs -- but that multicultural

education is centered on the premise that all educational subjects can and should be taught from a multicultural standpoint. References and considerations to all the varied cultures represented in a classroom and the surrounding community can be incorporated into the subject matter. (Samples of lesson plans developed by seminar participants are included in Appendix B.)

The Dissemination Plans served a larger purpose for participants: to make the experience and expertise developed by participants available to others by mapping out a means of "sharing", "demonstrating", or disseminating some of what was gained. For this purpose, participants worked in teams of two or three (the reason for asking for two or more participants from the same building) to develop and implement the plan. After implementation, Participants shared their experiences with the others in the seminar. (Samples of dissemination plans are included in Appendix C).

SUMMARY

The researchers hypothesized that greater exposure to cultural diversity through literature/folkways, multiethnic and legal history, and related topics would develop a greater appreciation and, therefore, better empathy for the predominant ethnic and minority groups in the schools. Responses from the seminar

participants on end-of-experience evaluations demonstrated that the hypothesis was true. Respondents showed on a seven-point scale [one being very positive and seven being very negative] that they believed as educators they could function better in multicultural settings because of their participation at the seminars. Four on the scale represents a neutral point. The table on the following page illustrates the findings based on the survey of participants.

Seminar participants said that the overall content of the seminar was extremely useful. The area that received the `lowest' mean value dealt with the project staff's assistance in preparing the dissemination plan. Even though the mean value was 3.0, this particular task might have caused some anxiety because it required participants not only to look at what they were doing in their schools about multiethnic populations, but also to make a planned effort to effect some change in the multiethnic relations within their schools. Nevertheless, a mean value of 3.0 is positive and falls above the neutral point of 4.0. Other points covered by the survey of participants included the overall support from building principals and personal attitude assessment, all of which had mean responses above 3.0.

## TABULATION OF ITEMS

| | POSSIBLE RESPONSES | MEANS OF RESPONSES |
|---|---|---|
| 1. Overall content in Seminar in Multiethnic Relations was | extremely useful -- not useful | 2.5 |
| 2. Content presented helped me in developing dissemination plan | extremely useable -- not useable | 2.8 |
| 3. Participants from my school have continued to work on the dissemination plan | very actively -- not at all | 2.7 |
| 4. Administrators in my building have reacted to the dissemination plan | highly supportive -- not supportive | 2.7 |
| 5. Help the project staff gave us in the development of the dissemination plan was | extremely useful -- not useful | 3.0 |
| 6. As a result of this class, I feel that my personal interaction with minority students in my class has | become more positive -- not changed | 2.6 |
| 7. The seminar presentations changed my view of other cultures | more positive outlook -- more negative outlook | 2.8 |

The evaluation was prepared and executed by the Project's evaluator. This evaluation represents 44% return in a mailout survey, with representation from all school buildings. All responses averaged between 2.5 and 3.0 on a range of 1 (positive) to 7 (negative). Four represents a neutral point, therefore, the results demonstrate that participants responding judged the items being evaluated as positive.

The researchers concluded that seminar participants found this approach to developing cultural awareness to be nonthreatening as measured by the participant responses of overall feelings about the class [a mean of 2.6].

The format of presenting training using the seminar method described in this paper proved most successful as measured by the responses of participants. Based on the findings of this study, it appears that the use of seminar format with focus on the cultural diversity of a particular community would be a useful technique for providing inservice educators with the tools to better address the needs of all the students in their classrooms.

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# APPENDIX A

MULTICULTURAL ATTITUDE SURVEY

# MULTICULTURAL ATTITUDE SURVEY

INSTRUCTIONS:

Use soft lead pencil. Do not use ink. Mark your answer below by filling in the circle beneath the appropriate response. Make erasure clean.

RESPONSE KEY:

NA .....Not applicable or do not know
SA .....Strongly agree
A .....Agree
D .....Disagree
SD .....Strongly disagree

| | NA | SA | A | D | SD |
|---|---|---|---|---|---|
| 1. The story of American education is the story of a quest for freedom. | 0 | 0 | 0 | 0 | 0 |
| 2. Education is America's best hope for a just society. | 0 | 0 | 0 | 0 | 0 |
| 3. Education for all is rapidly becoming education for none. | 0 | 0 | 0 | 0 | 0 |
| 4. A good teacher is responsible for teaching all students regardless of their individual ethnic, social, physical and linguistic differences. | 0 | 0 | 0 | 0 | 0 |
| 5. The schools in America have been successful in assimilating children of immigrants into the dominant culture. | 0 | 0 | 0 | 0 | 0 |
| 6. All students should be viewed as being the same. Emphasis on recognizing cultural differences students stresses inequality. | 0 | 0 | 0 | 0 | 0 |
| 7. The best schools, the best programs, the best students and the best teachers are found in the dominant society. | 0 | 0 | 0 | 0 | 0 |
| 8. Minorities in America are striving for full participation in the life of the dominant society. | 0 | 0 | 0 | 0 | 0 |
| 9. The right of ethnic groups to maintain cultural difference and ethnic communality is beneficial for American culture as a whole. | 0 | 0 | 0 | 0 | 0 |

| | NA | SA | A | D | SD |
|---|---|---|---|---|---|
| 10. The purpose of American education is to develop good American through assimilation of all peoples. | 0 | 0 | 0 | 0 | 0 |
| 11. Racism is an institutionalized phenomenon which rests firmly on power to make and at upon decisions which are discriminatory. | 0 | 0 | 0 | 0 | 0 |
| 12. Racism is an activity, individual or institutional, deliberate or not, predicate upon a belief in the superiority of whites and the inferiority of ethnic minorities. | 0 | 0 | 0 | 0 | 0 |
| 13. It would be beneficial for all concerned if immigrants used as a reference point over-all American culture of the middle class White Anglo Saxon Protestant. | 0 | 0 | 0 | 0 | 0 |
| 14. Racism and sexism are mental health problems facing America. | 0 | 0 | 0 | 0 | 0 |
| 15. All teachers have a moral responsibility to learn, understand and respect the values inherent in minority ethnic groups, and to practice behaviors that will ensure human dignity and civil rights to cultural groups different from their own. | 0 | 0 | 0 | 0 | 0 |
| 16. Cultural differences contribute to our national strength, and when harmonized create a beautiful pattern of life. | 0 | 0 | 0 | 0 | 0 |
| 17. When people, children, adolescents, and adults, associate across ethnic lines, prejudices tend to disappear, and they lead more abundant lives. | 0 | 0 | 0 | 0 | 0 |
| 18. One of the most important recent developments in American race relations is the emerging sense of group pride expressed by racial minorities. | 0 | 0 | 0 | 0 | 0 |
| 19. America can move in the direction of a desegregated society if attitude modification for teachers occurs. | 0 | 0 | 0 | 0 | 0 |
| 20. The culturally different child usually learns and functions best in an environment which is unstructured and lacking in rules, order and organization. | 0 | 0 | 0 | 0 | 0 |

| | NA | SA | A | D | SD |
|---|---|---|---|---|---|
| 21. Culturally different children are more likely to be placed in the mental retarded category than white children after psychological testing. | 0 | 0 | 0 | 0 | 0 |
| 22. In a multiethnic school, students are often rude and cruel toward their culturally different classmates. It is best to let the students work out their own attitudes. | 0 | 0 | 0 | 0 | 0 |
| 23. The concept "Indian" elicits images of tom-toms, war paint, horses, tepees and hunting parties. | 0 | 0 | 0 | 0 | 0 |
| 24. A good Indian is faithful, loyal, stoic, and willing to accept the cultural ways of the white man. | 0 | 0 | 0 | 0 | 0 |
| 25. There is no one kind of Indian, nor one tribe, nor one nation. Indians are a diverse group of people with different languages, cultures, political divisions, civilization and organizations. | 0 | 0 | 0 | 0 | 0 |
| 26. The ethnocentric ideal of white America is the nuclear family - husband, wife, and two children. | 0 | 0 | 0 | 0 | 0 |
| 27. The answer to the Indian problem is complete assimilation into the American social structure. | 0 | 0 | 0 | 0 | 0 |
| 28. Of all the ethnic groups, the history of the Black man is probably the most important to understand. | 0 | 0 | 0 | 0 | 0 |
| 29. Members of the Black middle class live in fantasy world emulating white middle class values and culture. | 0 | 0 | 0 | 0 | 0 |
| 30. The Black ethnic group has a better outlook on life in American than any other ethnic group, this is evident by their fun-loving happy go lucky approach to societal problems. | 0 | 0 | 0 | 0 | 0 |
| 31.Serious problems encountered by the Black family are children fathered by separate males, desertion, dependence on welfare, and matriarchal structure. | 0 | 0 | 0 | 0 | 0 |

| | NA | SA | A | D | SD |
|---|---|---|---|---|---|
| 32. Black progress in the last twenty years has been impressive. There has been a sharp rise in Black enrollment in higher education, many more Black officials have been elected to public office, incomes have increased, there is more acceptance in mass communication media. Blacks have cause for optimism. | 0 | 0 | 0 | 0 | 0 |
| 33. The Chinese in America are best known for their laundries, Tong Wars, opium dens and coolie labor. | 0 | 0 | 0 | 0 | 0 |
| 34. The Chinese family is a model that includes ancestor worship, duty and obligation. Love and romance are not important. | 0 | 0 | 0 | 0 | 0 |
| 35. Discipline is strict and punishment immediate in the Chinese household. | 0 | 0 | 0 | 0 | 0 |
| 36. The Asian child is shoved firmly toward independence and maturity. Emulation of adult behavior is encouraged. | 0 | 0 | 0 | 0 | 0 |
| 37. Asian Americans are generally docile, courteous, conforming people. | 0 | 0 | 0 | 0 | 0 |
| 38. Asian Americans believe that hard work and intense effort are desirable goals in themselves. | 0 | 0 | 0 | 0 | 0 |
| 39. Japanese are less aggressive, exuberant and dominating than Anglos. | 0 | 0 | 0 | 0 | 0 |
| 40. Americans of Mexican descent are a diverse ethnic group some are fully assimilated, but most are considered stoic, unlearned, and untrustworthy. | 0 | 0 | 0 | 0 | 0 |
| 41. Americans of Mexican descent exhibit a wide range of skin colors; many are white, others are almost black and all shades in between. | 0 | 0 | 0 | 0 | 0 |
| 42. Americans of Mexican descent face a special problem since aliens and citizens cannot be immediately differentiable. | 0 | 0 | 0 | 0 | 0 |

| | NA | SA | A | D | SD |
|---|---|---|---|---|---|
| 43. Americans of Mexican descent tend to shy away from community services. They tend to visit hospital, child-guidance clinics, family service agencies and psychiatric facilities only as a last resort. | 0 | 0 | 0 | 0 | 0 |
| 44. Vietnamese are being absorbed into the American economy in spite of their reputation, made in the Vietnam War, as a cunning, ruthless and untrustworthy people. | 0 | 0 | 0 | 0 | 0 |
| 45. Southeast Asians who are recent immigrants are desired for their ability to work at hard tedious jobs and for low salaries that most white Americans do not want. | 0 | 0 | 0 | 0 | 0 |
| 46. Southeast Asians will become a problem in American when they progress from a bare subsistence level to desire civil rights, decent housing, a good education, equal opportunities and peer status as an American. | 0 | 0 | 0 | 0 | 0 |
| 47. State departments of education should impose sanctions against school districts that have failed to establish requirements aimed at assuring that the individual interests, language and learning skills of Mexican American children are given adequate attention and consideration in the curriculum and instructional materials. | 0 | 0 | 0 | 0 | 0 |
| 48. The dominant policy of the Federal Government toward the American Indian has been one of coercion assimilation. | 0 | 0 | 0 | 0 | 0 |
| 49. American Indian students should be regarded the same as all other students. | 0 | 0 | 0 | 0 | 0 |
| 50. A good teacher is sensitive to the culturally different student, and can provide cultural experience and enrichment to other ethnic groups. | | | | | |

Sims, W.E. & Bass de Martinez, B., 1980.

# APPENDIX B

FORMAT FOR LESSON PLANS

SAMPLE LESSON PLANS

# F O R M A T

## SEMINAR IN MULTIETHNIC RELATIONS

## LESSON PLAN

TOPIC: The Meaning Of Ethnicity

### Overview

Students have various definitions of the concept ethnic group. They are aware that their definitions are cloudy and they want to bring them into sharper focus. It may be assumed that for most students of today the meaning of ethnic group could be a problem as they attempt to relate to people in their school who are different. Throughout this plan the instructor is designated as "Teacher" and each participating student as "student".

### Aims

To encourage small group membership; to reduce threat and promote open mindedness.

### Understandings

To arrive at a definition of ethnic group; to understand and appreciate the social and economic evolution of selected ethnic groups; to initiate simple research; to increase the knowledge of the students in the class.

### Time

Two class meetings.

### Initiatory Activities

Teacher - America is a nation of immigrants or descendants of immigrants; there is only one group of people that are true natives of this country. What does the term ethnic group mean to most of you? Let me start the discussion by naming some of the ethnic groups in America; there are Native Americans, Mexican Americans, Black Americans, German Americans, English Americans, Irish Americans, Scandinavians, Italians, Jews, Polish, Russians, Puerto Ricans, Cubans,

Japanese, Chinese, Philipinos and others that we will not name in the interest of time.

The class will take six minutes for brainstorming on ethnic group. I will divide you into groups, "6 x 6" (six students in a group for six minutes). At the end of the small group discussion the teacher will repeat the question: What does ethnic group mean to you?

Student - To me, ethnic group means a group of people who are culturally different.

Student - I am not sure that I understand what an ethnic group is, I just don't know.

Teacher - It may be worthwhile for us to see how other people have defined ethnic group. During your study period today I want you to find one article, story or book on the subject of ethnicity or ethnic group. Each person in the class should be prepared to give us some information on ethnic group(s) when you return to class.

SECOND CLASS SESSION

Initiatory Activity

Teacher - Please share with the class the ideas that you gained from your reading. I will list the ideas on the blackboard. After an appropriate length of time and an adequate list of ideas, I want you to return to the small group that you were in yesterday. From each group I want a short paragraph defining an ethnic group. You may use any of the ideas listed on the board, and you may change them to fit the wishes of the group.

Group work can continue for ten minutes.

Teacher - Now we need to divide the ethnic groups into what we shall call white ethnics and minority ethnics. What groups would you list under white ethnics? Teacher places two catagories on the board.

Student - Under white ethnics I would place Swedes and Poles.

Teacher - That is correct. What about some others?

Student - I believe German and Irish should also be placed under the heading of white ethnics.

After a reasonable number have been listed the teacher can ask students to list minority ethnics.

The following definitions should be dittoed and distributed to the class:

WHITE ETHNICS

A human Caucasian collectivity that has immigrated to this country and has retained their common and distinctive culture within their enclaves in major cities and rural communities. They are identified as: Swedes, Poles, German, Irish, Italian, Danes, Norwegians, Czechs, Egyptian, Syrian, Lebanese.

MINORITY ETHNICS

A human non-Caucasian collectivity that has immigrated to this country and has retained their common and distinctive culture within their enclaves in major cities and rural communities. They are identified as: American Indians, Blacks, Chicanos, Chinese, Japanese, Mexican Americans, Puerto Ricans, and Vietnamese.

Administer a short test of concepts and generalizations to discover what each student learned from the lessons.

## SECOND LEVEL LESSON PLAN

As educators there are some very subtle things which we do that promote cultural awareness and acceptance or cultural prejudices. The manner in which our lessons are presented, the materials we use, and the comments we make all influence (promote) awareness or prejudice.

FOR EXAMPLE:

1. Do we analyze other language (dialect) patterns to help youngsters realize that each has a structure?

2. Do we include the listings of contributions of other significant ethnic figures when teaching history?

3. Do we discuss the nutritional value of ethnic foods when we present nutritional units in home economics?

4. Do we utilize cultural names positively when we are writing story problems for math?

5. Do we also teach the games and dances of visible minority groups when we present units on dance and folkways?

6. Do we provide opportunities for ethnically different students to interact and work together?

7. Do we consciously measure and choose our words to eliminate terminology that is biased and carries racial overtones?

8. Do we consider the historical impact of culturally different peoples?

9. Do we also analyze the herbs and medicinal cures utilized by the "others" in our school community when presenting general health and living units?

10. Do we include visuals of ethnically different students actively involved in learning?

This list can be endless. If we as teachers become aware of the affects of our actions, attitudes, and behaviors, we can make our teaching responsive to a multiethnic/pluralistic environment.

The lesson plan which you develop for second level planning is one that will directly reflect your subject matter and teaching assignment. To prepare this plan, begin by identifying the next unit of work to be prepared for presentation to your class. Then recall the experiences and readings developed during your participation in this seminar.

Now, re-write your next unit of work and incorporate as many multicultural aspects/elements as possible. This revised unit will be your second level lesson plan.

Prepared by Drs. William E. Sims and Bernice Bass de Martinez, 1979

## LESSON PLANS

### Typing Drills

Typing drills are a daily activity in a typing class, with an entire day's lesson devoted to drills occasionally. Each drill should have an objective that students are clearly aware of in order to make the time spent on drills most beneficial to mastery of typing skills. Multi-ethnic and multi-cultural materials can be incorporated into drills, timed writings, and daily typing assignments.

| Typing Goal | Description of Activity |
|---|---|
| Composition at the typewriter--word level | Type as many words as come to mind in 5 minutes concerning "affirmative action." |
| Composition at the typewriter--phrase level | Type as many slang words and expressions as you can recall in 5 minutes. |
| Composition at the typewriter--paragraph level | Show pictures, use an overhead projector, or preferrably show slides of multi-ethnic activities and scenery from other countries (e.g., flamingo dancers, children breaking open a piñata, clam bake). Students type a description of what they see. |
| Typing from oral dictation | Students share "tall tales" they've heard from their families or during their childhood. One student tells the story and the other types from oral dictation. |
| Straight-copy typing and Motivational activity before holidays | Type copy regarding customs for holidays in different countries and by different religious and ethnic groups. |
| Concentration | Type copy in a foreign language. |

| Typing Goal | Description of Activity |
|---|---|
| Capitalization | Type copy with many proper names, including ones from multi-ethnic groups. |
| Typing numbers and using undersized paper or cards | Students bring from home and type a family traditional or favorite recipe on a 3 x 5 card |
| Typing a spirit master or other duplicating form | Compile a recipe book from above activity or short stories from oral dictation activity on first page. |
| Numbered lists | Students prioritize their values (could be from a given list such as career, family, money) and type a numbered list. |
| Foreign addresses | Students select foreign cities, states, and countries from a map for practice in typing foreign addresses in the proper form. |
| Centering columns and column headings | Students type a list of English words in one column and match Spanish words (or other language) in another column. |
| Typing charts and centering | Students type the chart on foods from around the world, "Are You Hungry?" (used in CSU multi-ethnic seminar). They center it horizontally and vertically, allowing margins on all sides, and center column headings. When finished, students fill in their own responses, typing an X in the proper column. |
| Timed Writing | Materials about other ethnic groups and cultural backgrounds can be counted out and used for timed writings. |
| Proofreading | The content of proofreading materials can be multi-ethnic and multi-cultural. Names common to various ethnic groups should be included. Students circle typographical errors found or use proofreading marks to edit content. |
| Manuscripts | Students select a topic to research concerning other countries and cultures (perhaps in conjunction with a social studeis class). They Then type their report, including a title page, table of contents, and bibliography. |

| Typing Goal | Description of Activity |
|---|---|
| Applications and other forms | Students select a business position to apply for from the "help wanted ads" in a newspaper. Students should be encouraged to consider non-traditional sex-role jobs. They learn to type on blank lines and in boxes in typing an application form. |
| Resume and letter of application | Students prepare and type their own resume. They then compose and type a letter of application for their selected open position. |

# LESSON PLANS

TOPIC: Prejudice

GOAL: To help students understand why people act as they do

PERFORMANCE OBJECTIVES:

1. Students know what prejudice is as evidenced by giving a working definition of the word or giving several examples of prejudice.
2. Students can give reasons why prejudice occurs.
3. Students can give solutions to prejudice.
4. Students have increased their understanding of themselves as evidenced by information given in class activities.
5. Students have increased their understanding of others as evidenced by research papers, group work, assignments, and evaluations.

RESOURCES NEEDED:

Chalk board, chalk, eraser
Chart of Maslow's hierarchy of needs
Opaque projector, screen
Picture to show on opaque projector
"World" handout

TIME REQUIRED: 3 to 4 class periods, plus followup activities

AGE GROUP: Middle school

ACTIVITIES:

1st day

1. Brainstorm words that come to mind regarding prejudice.

   a. Teacher writes prejudice on the chalk board.

   b. Two recorders are selected to write down student ideas.

   c. Teacher reviews the rules of brainstorming (ideas are not judged, students say whatever comes to their mind, new ideas can "piggy back" from other's ideas).

   d. Voluntarily, or in a predetermined pattern, students give their ideas

   e. The two recorders write on the chalk board every other idea given (determine who starts first) so they can keep up with the fast pace of brainstorming.

2. Review the words on the chalk board and guide the class into defining the word "prejudice."

   Prejudice is having an opinion or making a judgment about someone without getting all the facts (or regardless of the facts).

   It's the basis of many racial problems in the U.S.

   We quickly modify most errors in judgment when shown the facts, but not so with prejudice.

3. Have students give examples of prejudice from personal experience or that of others.

4. Students each write a list of answers to the question, "Who Am I?"

   Teacher introduction to the activity: Teacher states that solutions to problems of prejudice involve--

   understanding ourselves
   and
   understanding the other person.

   This understanding is the key to human relations--getting along with others in spite of differences (cultural, economic, religious, political, or racial).

   In pairs students share at least one, but as many more of their responses as they wish, giving the reason for having answered with that response.

2nd day

5. Class discussion is conducted on similarities and uniqueness of all humans.

In small groups and then the large group, students compare their lists of "Who Am I?" from yesterday to determine how many responses were the same or similar.

Teacher introduction to the activity: All individuals are a member of the human species. Each is very much like every other human. We are all "put together" the same way. We all share the same basic wants and needs. However, there are ways that each individual is unique from all others.

Sample discussion questions:

a. What are some biological similarities between all humans?

How many sexes are there? (2)
How many basic colors do humans come in? (3)

Example similarities--same number and kinds of body parts
suffer same pains
enjoy same pleasures
average life span

How can physical differences be changed? (plastic surgery, transplants, dye hair)

What are some biological differences that make each human unique? (ancestors, inherited traits, finger prints)

b. How are we psychologically the same? unique?

Show chart of Maslow's hierarchy of needs. (survival→self actualizatic

What is psychology? (study of our reactions, wants, emotions)

c. How are we politically the same in the U.S.? (one vote, legal rights, civil rights)

How are we politically unique?

d. How are we all culturally the same in America? (sports, TV, language)

Do you agree that we usually have more in common with each other than with people from our own country of origin?

If you returned to your "native" land, would you feel like and be treated as a foreigner?

How are we culturally unique?

6. Demonstration that what we see depends on our experiences.

   Show optical illusion on the opaque projector.

   Show a picture on the opaque projector. Students briefly write what they see.

   In small groups determine differences in what others saw.

3rd day

7. List reasons on the board for why each of us is really "different" from other people. (personal experiences are different, attitudes, knowledge, beliefs, group loyalties, values accepted from others, results of previous actions)
8. Globe handout distributed.
   How is our behavior influenced by the world in which we live?

   Students receive a handout with the picture of a globe and spaces to write ways in which behavior is influenced by the world in which we live.

   Teacher gives one or two examples to get the class started.
   Examples--our food, our homes, our education, our religion, our occupation, our political party, our relatives, our friends.

9. Homework or classroom assignment--students describe in their own words what the following three principles of prejudice mean to them and give an example of each from their own experiences.

   a. The stronger and more fixed our own world is, the more difficult it is to understand the worlds of other people and the harder it is to adapt ourselves to new situations involving other groups. (Students can refer to ways in which behavior is influenced, given on the world assignment.)

   b. We look at other people and their "worlds" based on our own experiences and what we have learned from our families, our neighborhoods, our schools, and our jobs.

   c. Often we tend to believe that our world is superior, and the "other fellow" should change <u>his</u> world.

10. Conclusion:

    a. If we understand ourselves better--

    b. --it will help us understand others better--

    c. --and we'll be better able to get along as we meet each day's situations (human relations)--

    d. --helping ourselves and others to achieve more fully our common purposes--to survive, to be wanted, to live better (cooperation instead of conflict).

FOLLOWUP ACTIVITIES:

4th day

1. Strategies for Understanding Yourself Better

   a. Values clarification activities

   b. Case studies on human relations and problem solving to get along with people

   c. Interest inventories

   d. Skill inventories for helping to select a career

   e. Improving self-concept strategies, such as identifying strengths and ways a person is unique

   f. Understanding and practicing setting goals and understanding purposes for behaviors and life, such as graduating from school, getting a job, getting married.

2. Strategies for Understanding Others Better

   a. Discuss major values of minority groups

   b. Identify individuals from minority groups who have made contributions in the areas such as religion, literature, economic systems, arts, crafts

   c. Draw maps showing where minorities in the U.S. originated from

   d. Draw a map of where minorities are concentrated in the U.S.

   e. Design a mural that reflects a pictoral history of how America was settled. Narrations could be written to describe portions of the mural.

   f. Research papers on major Indian tribes (in the southeast, northeast, great plains, and pacific coast), Hispanic Americans (from Spain, Mexico, Cuba, Puerto Rico, Central America, South America, Caribbean Islands), and Black Americans. Include a description of the region, early history, economy, society (political and social organization), culture (housing, art, transportation), and religion (beliefs, ceremonies).

   g. Have local business, community, and school leaders speak on benefits minorities and majority groups gained from each other, current goals and changes in lifestyles, names of minority organizations working for change, and current issues.

   h. Design displays and bulletin boards on important dates and people of minority groups. Read biographies.

3. Strategies for Improving Human Relations and Communications

   a. Exercises in reflective listening and giving congruent messages

   b. Group dynameics

   c. Case studies

   d. Conflict management

   e. Decision making and problem solving

   f. Role-playing

   g. Reading stories

   h. Activities from Teaching Strategies for Ethnic Studies by James A. Banks

# APPENDIX C

DISSEMINATION PLAN FORMAT

SAMPLE DISSEMINATION PLANS

# SEMINAR IN MULTIETHNIC RELATIONS

## DISSEMINATION PLAN FORMAT

The following outline was developed by the directors of the seminar to assist participants in building their own dissemination plans.

### General Information

The final objective of this course is to make the experience and expertise that each of you have developed available to others. This is to be done through the development and implementation of "sharing" or a dissemination plan.

### Procedure:

1. Work as a team (the team should be composed of course participants from the same school).

2. Identify the target audience for your plan (who will receive the benefits of your presentations and the sharing).

3. Prepare a goal statement with specific objectives. For example:

Goal: This dissemination plan is designed to make the teachers and special staff at _____ school more aware of the contributions made by ethnic minorities.

The goal of this plan is to make all building staff cognizant of the behaviors which might create cultural conflict.

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The purpose of this plan is to help teachers become aware of the unique differences between education that is multicultural and education in general.

Objective:

a. To produce a newsletter on a monthly basis that will include contributions of visible minorities.

b. To hold regular multiethnic discussion sessions with all building staff.

c. To have the staff analyze their interactions with culturally different students.

d. To help teachers eliminate crosscultural conflict through development of different styles.

4. Describe how you will implement your plan and exactly what will be done and when.

Other Information:

1. This plan should be implemented during this school year.

2. Two copies of the plan should be submitted for reading and review by the course facilitators the last class meeting. Include all team member names. Those wishing to receive the returned plan should include an address for mailing.

# DISSEMINATION PLAN

by

Marjorie Schmitz and Lynn Morris

Target Audience:

Teachers at Clayton School.

Objectives:

We have a period set aside each day (35 minutes) for values discussion and multicultural/multiethnic education. Teachers seldom use this time for multicultural/multiethnic education. On the basis of the situation, our objectives are the following:

1. To raise the involvement level of our staff in regard to multicultural/multiethnic education.

2. To raise the sensitivity level of our staff in regard to the needs of minority students.

Method of Implementation:

1. Invite a speaker to speak to the staff about life/values/problems of a minority group in the U.S.

2. Set up ethnic games for use in classroom, playground and media center. (We're going to try to discuss the effectiveness of these games on an informal basis with the teachers.)

3. Create a hall bulletin board displaying achievements of minority persons.

4. Place materials in faculty lounge concerning multicultural/multiethnic lessons. (We'll first briefly talk about these materials in a faculty meeting.)

Time Schedule:

1st quarter - methods 3 and 4

2nd quarter - method 1

3rd quarter - method 2

# DISSEMINATION PLAN

by

Marjorie Schmitz and Lynn Morris

Target Audience:

District I Music Teachers

Goal:

Lynn Morris will be teaching an inservice to all district music teachers and will incorporate the following goal into her sessions:

To help music teachers become more aware of the benefits of multicultural/multiethnic education in daily music classes.

Methods of Implementation:

1. Provide guidance for music teachers in developing lesson plans for their particular school setting.

2. Music teachers will complete a lesson plan, use it in their classes, and share the results with the group.

Time Schedule:

1st quarter - methods 1 and 2

# DISSEMINATION PLAN

by

Barbara N. Allen and Shirley Bunch

Target Audience:

West and East Middle Schools, Aurora Public Schools, Aurora, Colorado.

Goal:

This dissemination plan is designed to make the teachers and special staffs at West and east Middle Schools more aware of the ethnic and cultural differences and contributions made by the Asian American and Black ethnic minorities.

Objectives:

1. To promote an awareness of multicultural and multiethnic differences.
2. To provide a variety of multiethnic activities and strategies that teachers might be able to implement in their classes.

Methods of Implementation:

To arrange through school district funds to have Dr. Siri Vongthieres from the Colorado Department of education and Dr. Jennie Green, Multicultural Consultant, to present a half-day inservice to both schools on the first inservice day of the school year. The audience will be divided into two groups with Siri and Jennie doing their presentations to each groups separately. (Then the groups will rotate.)